



**Ashlands**  
Church of England  
Primary School

# Ashlands Church of England Primary School



***Love of Learning***  
***Love of Life***  
***Love of One Another***

*'Life in all its fullness' John 10:10.*

## **SEND Policy**

Date Agreed by Governing Body : 30<sup>th</sup> March 2022

This Policy will be reviewed every 2 years and is due for renewal in the 2023/24 Academic Year at GB4

Headteacher: Nicola Ball

Chair of Governors: Ellie Kading

# SEND Policy

We are incredibly proud of our strong Christian ethos and our values, which are all rooted in love. We believe that our Christian values are at the heart of all that we do. Our school family role model our Christian values of aspiration, compassion, friendship, respect, trust, forgiveness all rooted in love. We strive to help our children experience 'life in all its fullness' as expressed in John 10:10.



Our values help us to deepen the distinctive Christian character of our church schools but also link heavily with our whole school approach to Special Educational Needs and Disability.

This is highlighted below:

**Respect** - Everyone is different and so as a school, we will respect each other. We will accept and celebrate differences.

**Compassion** – We will be considerate to everybody's needs and show support to those around us.

**Forgiveness** - Behaviour is an outward response of need and a form of communication. As a school, we refer to SEND within our school Behaviour Policy and have an SEMH policy.

**Aspiration** – We believe that all children in our schools can achieve and meet their full potential.

**Friendship** – Friendships are valued. We will encourage children to deal with minor disagreements, forgive each other and accept that everyone is different.

**Trust** - Our schools provide a consistent environment where children can trust staff and know what is expected of them.

## Section 1: Federation Inclusion Charter

In Somerset, we believe that every child should have equal right to: \* be included as a valued, responsible and equal member of the learning community along with others of the same age \* have access to a common range of experiences with others of the same age \* have access to a broad and inclusive curriculum with differentiated learning \* achieve their full potential \* be included in a lifelong process of learning \* attend appropriate and local provision \* have access to appropriate resources \* have access to appropriate support networks \* have their views and contributions recognised

We are a Church of England Primary school in a rural and market town setting providing quality

education for children aged 4-11 years.

All the teachers at our Primary School are teachers of children with Special Educational Needs. As such, our school adopts a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an Equal Opportunities Policy for all our children, including those with SEND. We ensure those children with SEND are afforded the same rights as other children. Staff ensure that all children with SEND engage in the same activities as children who do not have any SEND needs, through thoughtful and effective differentiation. This includes children with statements of special educational needs, Educational Health Care Plans (EHCP), those who receive funding, and thus identified as having high-needs, and those who require SEND support. This policy was developed in consultation with parents and families and shared with key stakeholders reflecting the SEND code of Practice 0-25 2015 policy. It is important to note, that in the new SEND code of Practice the categories of School Action and School Action plus have been replaced by a single category called SEND Support. Every term the school SENDCo updates the school SEND register and parents are notified, through class teachers, if their child has been added or removed and the reasoning for this

## **Section 2: Aims and Objectives**

The Governing Body and teaching staff will demonstrate their best endeavours to ensure there is a process for identifying and providing for those pupils who have special educational needs. We aim to:

- identify and provide for pupils who have special educational needs and additional needs raise the aspirations of and expectations for all pupils with SEN in order that they can reach their full potential
- Focus on outcomes for children and not just hours of provisions/support. Review interventions applied via entry and exit data, when appropriate, to ensure that we are vigorous in determining their effectiveness. Other alternatives are sought for children when required or when cycles of plan-do-review show limited impact.

Remove barriers to learning by staff identifying and addressing needs at the outset and differentiating effectively.

- Put effective SEND provision in place, which is monitored via tracking and observations
- To apply the above to ensure the plan-do-review cycle is being met

We will:

Follow the four-part cycle, known as the graduated approach, to ensure earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of a child's needs.

Ensure the Core Standards are effectively applied to ensure the needs of our children are met at universal, SEND support and high needs level:

- Adopt clear approaches to identify and respond to SEND needs early
- Work within the guidance provided in the SEND Code of Practice, 2015  
Operate a “whole child, whole school” approach to the management and provision of support for SEND
- Provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Policy
- Provide support and advice for all staff working with pupils who have SEND
- Provide support, advice and share information with the parent/carers of children with SEND.

All schools are expected to carry out annual reviews for High Needs pupils and children with an Education Health Care Plan. We also ensure that all children on the SEND register, apart from in area of need social, emotional and mental health (SEMH), have an Individual Learning Plan. A Learning Plan documents the graduated response and sets termly targets around their identified main area of need. Class teachers meet with parents each term to discuss progress against the previous targets and discuss the ones for the upcoming term. For those whose main need is under SEMH, they will either have an Individual Learning Plan or targets will be sent home linked to targets set by our school emotional literacy support assistant (ELSA)

### **Section 3: Identifying special educational needs**

The SEND Code of Practice 2015 states that:

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”  
(SEND Code of Practice 2015, p15)

The SEND Code of Practice (2015) suggests that the effective application of quality first teaching is key to fewer children needing individualised/bespoke support. This is reinforced within the Local Authority’s Core Standards. However, the Code of Practice (2015) states that there are four broad areas of need

\* Communication and Interaction – \* Cognition and Learning – \* Social, Emotional and Mental Health and Wellbeing – \* Physical, Medical or Sensory

These four broad areas are an overview of the range of needs; the purpose of which is to help with identification and what action needs to be taken, not to fit a child into a category.

In our schools, assessment processes show what the pupil knows, understands and can do, as well as identifies any learning difficulties, which may or may not be SEND. Staff at our school recognise that meeting the needs of the whole child leads to better learning outcomes and that is a responsibility of all teachers.

Consideration will be given to aspects that may impact on progress and attainment but are not SEND e.g. disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of serviceman/woman. As a school, when necessary,

we complete an Early Health Assessment, when additional support is required.

In our schools, we recognise that concerns relating to a child's behaviour should be considered as an underlying response to a need that we will use our best endeavours to identify and provide for.

### **Disabled and Disability**

Linked to the complex issue of SEND, is also the concept of 'disability', which, in its own right, is a complex and difficult label, meaning different things to different people. There is therefore 'increasing confusion between SEN and disability. While there is considerable overlap, it is not the case that all children with disabilities are defined as having SEN or that all children with SEN are defined as having a disability'. In accordance with the Children Act 1989 (HMSO, 1989, para 11), a child is disabled if he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. In accordance with the Disability Discrimination Act 1995 (HMSO, 1995, para 1), a person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. In accordance with the Equality Act 2010 (HMSO, 2010, para 1), a person has a disability if he has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

### **Section 4: A Graduated approach to SEN Support**

#### ***What is the process by which we identify and meet the needs of children with Special Educational Needs?***

All the teachers at our federation of First Schools are teachers of children with Special Educational Needs. As such, our schools adopt a 'whole school' and graduated approach to SEND which involves all the staff adhering to a model of good practice. At our schools, all SEND support arises from a four-part cycle, known as the graduated approach. Through this, earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of a child's needs and what supports the child in making good progress and securing good outcomes. This is achieved through various means such as termly pupil progress meetings, on-going observations and intervention tracking.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, when a potential SEND need has been identified, this cyclical process becomes increasingly personalised:

How we ensure that the needs of all our children are met:

### **Core Standards:**

In 2016, the Core Standards were introduced by the Local Authority to reflect the expectations for schools outlined within the new Code of Practice (2015). The Core Standards are a list of expectations, broken down into the four primary categories of needs, which outline the provision and educational support that is expected by the local authority. The Core Standards outline what must be available for all children in Somerset and the expectations are broken down into the three strands of: universal practice, SEND support and Highneeds.

These are categorised as:

Universal: ALL children and young people via high quality teaching.

SEND support: SOME children and young people who require additional and targeted support.

High Needs: A FEW children who need on-going support for complex and long-term difficulties

The Core Standards are designed to make sure that all educational settings comply with updated legislation. The local authority hopes and expects that the Core Standards will reduce anxiety and confusion for education settings and families by making clear the core offer of SEND across the county.

The key messages of the Core Standards are that:

The Core Standards are a Local Authority framework for delivering duties in the SEND Code of Practice

Every teacher, lecturer or practitioner is a teacher of every child and young person

Quality First Teaching underpins the Core Standards (and all educational provision)

The Core Standards have been developed with the Parent Carer Forum, Young People's Champions, Early Years, Primary, Secondary and Further Education Leaders.

The Core Standards do not place new or extra responsibilities on education settings. They are a tool to promote consistency across the local authority by making clear what is already expected of all education settings. (Somerset Choices 2016)

In response to the Core Standards, the means of applying for funding has changed. For those already in receipt of funding, a moderation process takes place each year where changes in banding can be requested.

All children who are currently in receipt of funding have also been issued with conversion dates for when schools are expected to apply for Education Health Care plans through a request for statutory assessment. Children who are identified as having high levels of need, through the application of the graduated response, can now only receive funding via a request for statutory assessment.

## **SEND Portal**

Since January 2019, all schools must submit all Annual Reviews, Statutory Requests for Assessments and SEN Support Reviews through the Professional Portal. The SEND professional portal is the only mandatory method for submission of the above-mentioned forms.

## **Quality First Teaching**

The Core Standards put great emphasis on high quality teaching. More than ever, staff are teachers of all children, including those with SEND needs. All children are entitled to quality first teaching as a means of addressing low-level needs found within every classroom. The schools offer a differentiated inclusive curriculum that is broad and balanced and available to all pupils. This includes whole school initiatives such as whole school approaches to teaching and learning, tracking progress and managing behaviour. Through this Quality First Teaching Approach, most children are expected to make progress. Our schools recognise that additional intervention or support cannot compensate for lack of good quality teaching. Class teachers are expected to monitor children's progress regularly. The schools hold regular Pupil Progress Meetings with the headteacher and members of the leadership team to identify those children who are struggling to make progress.

Through a whole school approach using the Assess Plan Do Review Cycle, the school ensures that all steps taken and adjustments made through Quality First Teaching Waves 1 and 2 have been employed and recorded as such on a Provision Map [see appendix 1]. Teachers will be expected to act on advice given regarding improving teaching strategies and approaches, and to developing their own knowledge and understanding of the needs most frequently encountered at our schools. The Provision Maps clearly show what support and strategies are used within Waves 1 and 2 for those children identified as struggling and whether there is improved progress as a result.

When a pupil fails to make progress as a result of high quality teaching in class and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour that causes concern, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties despite high Quality First Teaching, class teachers will carry out further information gathering. This will include information from parents carers, teacher assessments, observations, prior attainment and progress, national test data, and other information from both formative and informal assessments such as reading and spelling ages, checklists, etc. The SENDCo may carry out observations of the child in class with more specialist-standardised assessments to add further information if required.

## **Special Educational Provision**

### **SEND Support**

Analysis of the findings by the class teacher, with the SENDCo, if required, will form the basis of whether the child's needs indicate that he or she has a significantly greater difficulty in learning than would be expected for their age, i.e. a 'learning difficulty' (Code of Practice 2015) and therefore requires special educational provision, i.e. something additional to or different from the broad, balanced, inclusive high quality first teaching provided for all the pupils of a similar age.

All the teachers at our Primary School are teachers of children with Special Educational Needs. As such, our schools adopt a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. This is called SEND Support (Code of Practice 2014). The child will be placed on the school's SEN register. The class teacher, parent carers, SENCo and outside specialist agencies, if required, will work collaboratively with the child to develop a SEN Support Plan [see Appendix 2]. The SEN Support Plan is in addition to the Provision Map which will already have been in place, as it shows clearly the provision that is additional to and different from the provision normally available to a child of a similar age. The SEN Support Plan will include; information on the child's strengths and difficulties, targets including what the child needs to learn and achieve in order to make progress, what they need to do to ensure they achieve it, who will be helping them to achieve it with information on how and when this will happen. The SEN Support Plan will form part of the normal cycle of Assess Plan Do Review process in school but will be more outcomes focussed, i.e. a time frame will be applied to the support plan but it will be expected that class teachers will monitor progress of the child and if required, review the support plan in collaboration with the child, parent carers, the SENCo and outside specialists if required, as soon as is needed but at least three times a year.

A one - page profile will also be produced by the class teacher in conjunction with the child. This will take the format of a poster outlining what we love about the child, their interests and how best to support them at school. This will be displayed in the classroom, depending on the child's age this could be in their drawer. This one-page profile is to be shared with staff who support the child and supply teachers who cover the class.

## **Section 5: Managing Pupils Needs on The SEN Register**

Our schools' arrangements for managing pupils needs who are on the SEND Register is led by the SENCo in collaboration with parent carers, class teachers, subject leaders, phase leaders, HLTAs, the head teacher and outside specialists, if required. A child who has been identified with a special educational need will have a SEN Support Plan [see Appendix 2] drawn up. The SEN Support Plan is in addition to the Provision Map which will already have been in place, as it shows clearly the provision that is additional to and different from the provision normally available to a child of a similar age. The SEN Support Plan will include; information on the child's strengths and difficulties, targets including what the child needs to learn and achieve in order to make progress, what they need to do to ensure they achieve it, who will be helping them to achieve it with information on how and when this will happen.

The SEN Support Plan will form part of the normal cycle of Assess Plan Do Review process in school but will be more outcomes focussed, i.e. a time frame will be applied to the support plan but it will be expected that class teachers will monitor progress of the child and if required, review the support plan in collaboration with the child, parent carers, the SENCo and outside specialists if required, as soon as is needed but at least three times a year.

The SENCo will support staff with writing the SEN Support Plan, and offer advice and guidance on resources, strategies and its implementation. Two paper copies of the plan will be made, one for the parent carers and one for the child. It is expected that the child will keep their copy in a plastic 'poly pocket' in their tray and that it will be referred to often by the child, the class teacher and support staff who are named in the plan. Class teachers and their support staff will be expected to use the



plan as a 'working document' i.e. continually refer to it and monitor progress towards the intended outcomes. This may take the form of ongoing handwritten notes in the Review section of the plan, or sticky post its or similar. The SENCo will monitor the effectiveness of the SEN Support Plans through class 'drop ins' regularly, at least three times a year and through discussions with the child.

Class teachers will be responsible for evidencing progress made towards the outcomes stated on the plan, which will be reviewed at least three times a year, in collaborating with the child, parent carers, support staff and outside agencies if required. Support staff will keep a record of teaching activities, learning and progress towards the outcomes set out in the SEN Support Plan on an Intervention Log. The Logs will be kept in the Intervention File in the classroom and their effectiveness will be monitored by the class teacher and the SENCo regularly. The logs will also be monitored by outside specialists if required. The Logs will form part of the evidence that the class teacher will use when reviewing the SEN Support Plan. Following a review, in collaboration with the child, parent carers, the SENCo and outside specialists if required which will be held at least three times a year, a new plan will be drawn up, if required, with new targets including what the child needs to learn and achieve in order to make progress, what they need to do to ensure they achieve it, who will be helping them to achieve it with information on what will be provided, how and when this will happen. Intervention logs will be monitored via entry and exit data and will form part of the evidence collected.

#### **High Needs Children:**

If, through the Assess, Plan, Do, Review Process, it is agreed that the school requires advice and guidance from outside professionals, including parent carers, this will be arranged by the SENCo who will complete any necessary referral forms. The SENCo will take the lead in ensuring that the criteria set by the Local Authority for identifying high level needs is referred to during the Assess Plan Do Review process, and that the guidance on provision to meet high level needs is implemented. This will involve advising the headteacher on ways that the budget school receives can be used in order to meet the child's high level needs. Schools are expected to provide for the first level of high needs within Elements 1 and 2 of the school's budget. The Local Authority prepares a document annually; High Needs Funding Guidance, which includes information on arrangements for applying for additional top up funding within Element 3 for children with severe and complex high needs. In Somerset, this additional top up funding can be accessed without the need for an Education and Healthcare Plan. The High Needs Funding Guidance clearly sets out criteria for identifying the level of need and the sort of provision required to meet the need.

The SENCo will have overall responsibility for ensuring that the SEN Support Plans are reviewed and new Plans drawn up, if required, at least three times a year. The class teacher will be responsible for liaising with the SENCo, support staff, child, and parent carer to arrange planning and review meetings as and when necessary. If required, the SENCo may also attend the SEN Support Plan review meetings. The SENCo will support staff with writing the SEN Support Plan, and offer advice and guidance on resources, strategies and its implementation.

The SENCo will be available to meet with parents regarding their child's SEN Support Plan or any other issue upon request of the parents.

In the summer term, a SEN Review Meeting will be held in order to review progress and achievement made during the year, to identify any new needs and to plan for transition into the next school year. It is a statutory requirement that children with either a Statement of Special Educational Needs or an Education and Healthcare Plan have Annual Reviews of part of the Assess Plan Do Review Process,

but our schools recognise that those children with lower level needs also benefit from an end of year review. The SEN Review Meeting and/or Annual Review Meeting will be led by the class teacher/SENCo in collaboration with the current class teacher and where possible, the new class teacher, support staff, new SENCo from the next school and outside specialists if required, parent and carers, and the child. These are sent to Local Authority SEND team via the portal. Class teachers will be responsible for evidencing progress made towards the outcomes stated on the previous SEN Action Plan.

## **Section 6: Criteria for exiting the SEN Register**

The school's Assess, Plan, Do, Review Process includes scope for identifying when a child can exit the SEND Register. When reviewing progress and achievement, if the child's needs are no longer significantly greater than the majority of children their age, the provision required will no longer need to be additional to or different from that which is normally provided. The child will continue to have a broad, balanced and inclusive curriculum and is likely to need provision that can be recorded on the Provision Map and reviewed in line with the whole school approach to monitoring and tracking pupil progress. The SENCo will monitor the child's progress for one cycle following removal from the register to ensure that provision in class meets the child's needs and he or she continues to make progress. If, at any point following a child exiting the SEN register it is identified that the child is falling behind then the child may be identified as having special educational needs as per the identification process explained in Section 4: A Graduated Approach to SEN.

## **Section 7: Supporting Pupils and Families**

Somerset's Local Authority Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them. This can be viewed at; <http://www.somerset.gov.uk/policies-and-plans/schemes-and-initiatives/somersets-local-offer/>

The Crewkerne and Ilminster Community Learning Partnership SEN information can be found on our website: [www.ashlandsprimaryschool.co.uk](http://www.ashlandsprimaryschool.co.uk).

Our Schools SEND Information Report can be found on our website: [www.ashlandsprimaryschool.co.uk](http://www.ashlandsprimaryschool.co.uk).

Somerset SENDIAS provides information, advice and support about special educational needs and disability (SEND) for parent carers, children and young people (up to the age of 25). The service is free, confidential and impartial. SENDIAS encourage partnership working with schools, colleges, early years providers, the Local Authority and other statutory and voluntary services, so that parent/carers, children and young people can be part of decision making. As a school, we signpost to this service as a means of supporting our parent/carer community.

Our school website includes the statutory Information Report (Code of Practice 2015) and further information regarding the school's policy on managing the medical conditions of pupils can be found at [www.ashlandsprimaryschool.co.uk](http://www.ashlandsprimaryschool.co.uk). The Supporting Children with Medical Conditions Policy (Medical Policy 2017) is also available on the school websites.

A weekly SEND newsletter published by Somerset Education Services is available on our schools'

websites.

The school has a CISP Parent Information Leaflet, which is available on the school's website. The leaflet explains what our school can offer for children with SEND and has answers to many frequently asked questions

In our schools the SENCo will be available upon request from any parent/carer regardless of whether they have a child with Special Educational Needs, to ask for advice or discuss any concerns they have regarding their child in school or their family. The SENCo will be able to listen to the parent carer and offer general advice, follow up any concerns with the class teacher or head teacher and/or make available information for accessing other support groups or agencies. Please contact the school office if you would like to see our school SENCo.

### Home – School Communication Diary

For some children a personal Home-School Communication diary is produced by the class teacher. The diary is a useful communication book to record important daily communication between *home* and school. The aim of the diary is to enable good communication for the whole team working with the child, resulting in the best possible care and education for the child.

The diary will be completed by the class teacher at the end of most days. This will inform parents about their child's day, identify any areas which may have been a challenge but also celebrate their successes.

The parent's section is for their daily comments. The parent can also share successes at home and identify if their child has had any struggles with specific areas.

### **Transitioning to our schools or onto a different school:**

Parent carers and families often feel they need additional support when preparing for their child to start school, if their child needs to move schools, perhaps because of a house move, and when their child moves from Year 4 to Year 5. Our schools recognise that this can be a challenging time for parent carers so planning for transition is a key part of our Assess, Plan, Do, Review Cycle. The SENCo takes the lead in liaising with the school which the child will move to and plans for transition visits, sharing accurate up to date information and sending on paper and electronic notes and files. This process is most beneficial if as much notice as possible is given prior to the child moving schools.

In the case of a child starting school in Year R the pre-school setting is responsible for liaising with the school SENCo so that an effective starting school plan can be arranged. If a child is already identified with a special educational need which requires support from outside specialists, then the lead professional involved at pre-school will initiate the School Entry Planning process by liaising with the school SENCo. The school SENCo will then arrange for a planning meeting to take place including current staff at pre-school, outside professionals, new school staff and parent carers so that effective transition planning can take place such as extra visits to the school.

Where a child is identified with a special educational need and is moving from Year 4 to Year 5 the school SENCo invites receiving school's SENCo to the summer SEND Review meeting so that effective transition planning can take place such as extra visits from staff at the receiving school to the child's current school and for the child to visit the receiving school. The transition process for all the Primary schools feeding into Wadham School starts early in the Spring Term and includes events such as shared sports competitions and Forest School days.

## **Section 8: Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at our school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have SEND and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Some children with medical conditions do not have additional special educational needs and where this is the case the schools' policy on supporting children with medical conditions and not this SEND policy is applicable.

For more information with regard to supporting children with medical conditions, with or without additional special educational needs, please consult the school office. The Supporting Children with Medical Conditions Policy (Medical Policy 2019) is also available on the school website:

[www.ashlandsprimaryschool.co.uk](http://www.ashlandsprimaryschool.co.uk)

## **Section 9: Monitoring and Evaluation of SEND**

The school regularly monitors and evaluates the effectiveness of its practice and the quality of the provision offered to all our pupils. The governors, head teacher and senior leaders contribute to this process of self-evaluation annually. This is carried out by regular sampling of parent's views through questionnaires or other forums, pupil's views through the Assess, Plan, Do, Review Cycle, staff views through questionnaires, learning walks and lesson observations, analysis of progress and achievement data, impact and quality of interventions, and regular monitoring by middle and senior leaders and governors. The SENCo is part of the senior leadership team and as such has responsibility, with the head teacher and SEN Governor, for monitoring and evaluating the effectiveness of practices for children with SEN. The SENCo, in collaboration with the SEN Governor draws up an SEN Improvement Plan linked to the whole School Development Plan, which drives forward improvements in effective practice and quality of provision for our children with SEN.

## **Section 10: Training and Resources**

Provision for children with SEND is funded via the Local Authority directly to schools. It is expected that the funding received by schools, which is based on a locally delegated formula is sufficient to meet the needs of most pupils including those with SEN. In addition, Somerset's Local Authority has a system for schools to apply for additional top up funding if it can be demonstrated that the provision for a child with a high level of SEN is beyond the school's own delegated budget. Schools

are expected to provide for the first level of high needs within Elements 1 and 2 of the school's budget. For children who have high level of needs, an Education and health care plan can be requested via request for a statutory assessment.

One of the most important resources provided through our schools' budgets is our staff. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENCo, in liaison with the headteacher, carries out regular audits of continued professional development needs for all staff as part of its monitoring and evaluation of the quality of practice and provision. This audit, together with areas identified for development in the SEN and School Development Plan help senior leaders to prioritise training and staff development opportunities. Training can be delivered at minimal cost 'in-house' or school to school, or by using the Local Authority Learning Support Service trainers. Other courses can be accessed via several routes such as the Local Authority Learning Support Services, Educational Psychology Service, Somerset Centre for Integrated Learning (SCIL), Somerset Partnership School or local or national charities such as Ups and Downs or The Autism Education Trust.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The schools' SENCos regularly attend the Local Authority's SENCo network meetings in order to keep up to date with local and national updates in SEND. These are held termly and include members of the Crewkerne and Ilminster Partnership.

## **Section 11: Roles and Responsibilities**

The Special Educational Needs Co-ordinator's [SENDCO] is line managed by the Headteacher and her responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Ensuring the full inclusion of pupils with SEND within the school community.
- Co-ordinating, tracking progress and evaluating the impact of the provision for children with SEND.
- Liaising with and advising other teachers the effective deployment of and performance management of learning support staff.
- Up-dating own knowledge and understanding of matters pertaining to SEN
- Maintaining detailed records of the provision made for children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the professional development of staff.
- Liaising with local schools so that support is provided for pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms and meeting with teaching staff to monitor the progress of children on the SEN Register

- Updating the SEN policy in light of changes to school systems and staffing and national advice and requirements
- Contribute to the management of learning support staff alongside class teachers and senior leadership team
- Organising and chairing Annual Review meetings for pupils with statements of special need or Education Health Care Plans
- Developing the range of SEN resources and managing the SEN budget in partnership with the Head teacher and reporting on how it is spent.
- Advising governors of their responsibilities and regularly meeting the nominated SEN governor.
- Contributing to the cycle of self – evaluation by providing assessment evidence linked to the overall quality of SEN provision in the school.
- Reporting to governors orally and in writing regarding SEN matters.
- Reporting on the progress of children with SEND.

Class Teachers' are line managed by the Head Teacher and their responsibilities include:

- Identifying and assessing children with SEN in their class using the SEN checklists; progress and attainment data; provision maps; reading and spelling ages cycle for children who are not making expected progress; checklists etc speech and language, dyslexia, social + emotional etc including checklists produced by Somerset Learning Support Services.
- Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.
- Maintaining records of children with SEN in their class e.g. SEN Support Plans/ observations / assessment data (refer also to the Assessment Policy).
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development.
- Be aware of children's capabilities and their prior knowledge and plan teaching to build on these.
- Using a variety of appropriate teaching resources with a particular emphasis on kinaesthetic and visual apparatus for work with children with SEN.
- Have a clear understanding of the needs of ALL children, including those with SEND, those of high ability and those with English as an additional language and be able to adapt teaching to respond to the strengths and needs of ALL children.
- Know when and how to differentiate appropriately, using approaches which enable children to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit children to learn and how best to overcome these.
- Be accountable for children's attainment, progress and outcomes.

- Empowering children with SEN to become as independent as possible.
- Consulting with specialists / Head teacher / SENCo in order to build on a range of teaching strategies and approaches appropriate for pupils with SEN.
- Updating own knowledge and understanding of matters pertaining to SEN.
- Writing and reviewing of SEN Support Plans in conjunction with the SENCo.
- Liaising with the SENDCo on the above responsibilities and seeking necessary advice.
- Deploying additional support staff effectively to maximise all children's learning opportunities.
- Informing and assisting additional support staff working with children with SEN.
- Consulting and informing parents about the provision available for their child in the classroom and within the school.
- Manage classes effectively, using approaches which are appropriate to children's needs in order to involve and motivate them.

Teaching Assistants are line managed by the Class teachers and their responsibilities include:

- Supporting children with SEN to achieve their individual targets.
- Working with pupils on a 1:1 basis in the classroom, as part of a group of children or in the playground where it is specified in the child's SEN Support Plan.
- Working in partnership with the class teacher, SENCo and other related professionals.
- Supporting children with SEN to form friendships amongst their peers and raising their self-esteem.
- Empowering children with SEN to become as independent as possible.
- Contributing to individual daily records reporting on children's work undertaken and attitude towards tasks in school.
- Contributing to the assessment of children with SEN and monitoring their progress in collaboration with the class teacher.
- Contributing to reviews, including, if appropriate, Annual Reviews of children with a statement of SEN or Education Health Care Plan, where possible.
- Updating own professional development particularly with regard to understanding special educational needs

Higher Level teaching Assistants are line managed by the Class Teachers and Head Teacher and responsibilities include all of the above and:

- Assessing and planning for and delivering a specific group or individual intervention
- Reporting information regarding pre and post intervention group or individual data to the SENCo
- Organising and managing resources for group or individual interventions.
- Liaising with external agencies with regard to appointments in the absence of the SENCo
- Having a particular area of expertise and responsibility such as early years/key stage 1/key stage 2 and or area of SEN.
- Advise class teachers of available checklists and assessments.
- Carrying out assessments such as reading ages and spelling ages and Sandwell assessments.
- Liaising regularly with the SENCo.
- Attending Pupil Progress Meetings, where appropriate.

Curriculum Subject Leaders are line managed by the Headteacher and responsibilities include:

- Liaising with the SENCo in order to ensure the curricular provision meets the needs of children with SEN.
- Monitoring curriculum planning and delivery for appropriate differentiation to include children with SEN.
- Ordering SEN learning materials and equipment specific to their curriculum area.
- Writing curriculum policies that specifically state how children with SEN access a particular subject.

The SEN Governor's responsibilities include carrying out their responsibilities for SEN provision as described in the Code of Practice (2015)

The governing body of a community, voluntary or foundation school must do its best to ensure that:

- The necessary provision is made for any pupil who has special educational needs and know how many pupils in the school have SEND.



- Ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co – ordinated special educational provision in the area as a whole.
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for pupils with special educational needs
- publish on the school website the SEND policy and a description of the arrangements and specialist provisions made for pupils with SEND
- have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- Set up appropriate staffing and funding levels to meet the needs of all the children and know how much money the school gets for SEND and ensure that the provisions specified in statements of SEND and EHC plans are made.
- Review and approve the SEND policy and other relevant policies.
- Set performance management targets for the Head Teacher, some of which may include SEN matters.
- Appoint a governor [This role is currently undertaken by Ms Liz Clemow] who holds specific responsibility for SEN at the school who reports twice a year to the Governing Body on SEN matters and reports annually to parents via the school profile on the implementation of the SEN policy
- Identify a 'responsible person' to oversee the effective management of SEN provision at the school. (This role is currently undertaken by the SENCo Mrs Kay Dawson)

- Update own knowledge and understanding about SEN provision at the school, including how funding, equipment and personnel resources are deployed.
- Update own knowledge and understanding of special educational needs.
- Ensuring that the highest standards of teaching and learning are evident within the school and that the quality of SEN provision is continually monitored.
- Ensure there are regular meetings between the SENCo and SEN Governor to discuss the provision for and progress and attainment of children on the schools SEN list, resources, support from outside agencies and other issues. The Head teacher and SENCo keep the Governing Body informed of the provision for, and progress of, children with SEN in the termly Head teacher's Report to Governors.
- The designated teacher with specific safeguarding responsibility is Miss Nicola Ball and in her absence, Mrs Kay Dawson .
- The designated member of staff responsible for managing the Pupil Premium Grant and/or Looked After Children is Miss Nicola Ball.
- The designated member of staff responsible for managing the school's responsibility for meeting the medical needs of children is Miss Nicola Ball.

## **Section 12: Storing and Managing Information**

The schools store and manage information about children and families according to the schools' Data Protection Policy. Each child who is on the SEN Register will have their own designated SEN file, which will be stored in a lockable filing cabinet in the office. This file will contain all paper matters and documents pertaining to the child regarding SEN, including reports from outside specialists, Annual Reviews, old SEN Support Plans, letters, timetables etc and is in addition to the pupil's school file. The contents of this file must not be removed from the school building unless absolutely necessary, but is accessible to the head teacher, and relevant class teacher if required for their information to read while in the school office, head teacher's office or staffroom. The SENCo oversees the management of these files.

Each child who is on the SEN register has an electronic file stored on the U Drive on the school server, which is only accessible, by staff. This file stores all electronic documents, predominantly school based, regarding the child such as Provision Maps, SEN Support Plans, copies of emails, Annual Reviews, timetables and letters from school. The SENCo oversees the management of these files.

The SENCo keeps a summary case notes file, which includes a pupil overview, the current 12 month action plan and a copy of the current SEN Support Plan and notes on meetings/conversations/decisions etc. This file is kept by the SENCo who may need, on occasion, to use it when working outside of school hours.

Each class teacher has a SEN (Pupil Provision and Progress) class file including relevant documentation about all children. Additional information regarding the children with SEN in their class is also stored in this file such as school-based assessments, copies of the recommendations section only of reports from outside specialists, and the 12 month Action Plan. Copies of reports and/or letters from outside agencies or documentation that includes the name and address of the child and their family must not be stored in class files (these must be stored in the child's SEN file in the office). Class teachers have responsibility for managing these files.

Teaching Assistants have files where they store copies of outside specialist care plans, if appropriate, TA Logs, pre and post intervention data and resources for delivering specific interventions. Class teachers are responsible for managing these files in conjunction with the TA.

Pupils with SEN keep their SEN Support Plans in a plastic poly pocket in their tray. They are expected to manage keeping this safe themselves with the support of their class teacher and teaching assistants.

One Page Profiles are displayed in the classroom or kept in children's drawers.

This information is collated and passed on to any receiving school when the child moves. This can either be arranged by dropping off or collecting in person SENCo to SENCo if in the locality or by registered post if further afield.

Once a child has left the school all electronic documents are archived in a separate file on the P Drive.

All records are classed as confidential and are stored in compliance with the Data Protection Act.

### **Section 13: Reviewing the Policy**

This policy will be reviewed every two years in collaboration with all stakeholders; teaching staff, support staff, governors, parent carers and where appropriate pupils.

### **Section 14: Accessibility**

The schools' Accessibility Plans are available on the school website:

[www.ashlandsprimaryschool.co.uk](http://www.ashlandsprimaryschool.co.uk)

### **Section 15: Dealing with Complaints**

Decisions about provision for children and young people with SEN or disabilities should be made jointly by providers, parents, and children and young people themselves, taking a person centred approach. Support in these decisions will be given across the Federation and if you are not satisfied with these decisions steps will be taken to resolve differences.

Our complaints procedure follows the LEA guidelines. Such is our partnership with the children and parents; we would hope that all concerns would be dealt with at an early stage. The SENCo is available upon request by parents/carers to discuss their children's education, progress and any further concerns. Please refer to the school's complaints policy for further details.

## **Section 16: Bullying**

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another either physically or emotionally”.

Bullying can include: name, taunting, mocking, making offensive comments, kicking, hitting, taking or damaging belongings, inappropriate text messaging and electronic messaging (including through websites, Social networking sites and Instant Messenger), sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

We recognise that bullying can happen to anyone and this includes bullying related to special educational needs.

We will work with staff and outside agencies to identify all forms of prejudice-driven bullying and actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience and self-esteem. Furthermore, we will train all staff including lunchtime staff, to identify bullying and follow school policy and procedures on bullying and actively create “safe spaces for vulnerable children.

We will also be active in ensuring children know how to express worries and anxieties about bullying, offer support to children who have been bullied and work with children who have been bullying in order to address the problems they have.

We will ensure that parents / carers know whom to contact at the school if they are worried about bullying and that they know where to access independent advice about bullying.

Some of the preventative strategies that we use are high levels of adult supervision at playtime, lunchtime and in the classroom; positive reinforcement of kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground; reminding children to say 'Stop, don't do that' using a hand signal if another child does something to them that they don't like and if they persist, telling a Midday Supervisor/Classroom Assistant/Teacher straight away; and using Carpet Discussion Time to discuss with whole class the implications of an incident and what they should do about it when an incident has been brought to the teacher's attention.

Records of incidents will be recorded in our Class Behaviour Log, which is kept in a locked drawer in each classroom, and Senior Staff will be informed if appropriate. If a pattern of behaviour is emerging or serious incident occurs contact parents to discuss ways of resolving the situation.

Our Anti- Bullying Policy is available on the schools’ websites and provides more detailed information of how bullying is dealt with at each school.

## **Section 17: Appendices**

Link to the SEN Information Report

Link and/or copy to other policies mentioned in this policy – “Bullying”, “Supporting Pupils with Medical Conditions” and “Accessibility Plans”.

Provision Map – Appendix 1

SEN Support Plan – Appendix 2

One-Page Profile – Appendix 3  
Glossary of terms – Appendix 4

## Appendix 1- Provision Map

As it is a large document, I have included the Key Stage One example of the Provision Map, The Key Stage 2 Map looks exactly the same and includes the Year groups: 3,4,5 & 6.



### The Ashlands & Misterton Federation



# Individual Provision Map:

Assess - Plan - Do - Review

## Reception/Key Stage 1

	<u>Quality First Teaching WAVE 1</u> <u>Wave 1 Quality First Teaching -</u> Managed by class teacher Monitored by leadership team	Year R	Year 1	Year 2	<u>Quality First Teaching WAVE 2</u> <u>Catch up or booster groups for</u> <u>pupils underachieving/under</u> <u>performing.</u> Managed by class teacher Monitored by leadership team	Year R	Year 1	Year 2	<u>SEN Support WAVE 3</u> <u>Individualised - Wave 3 support</u> Managed by class teacher monitored by leadership team and SENCo	Year R	Year 1	Year 2
Cognition and Learning	Age appropriate differentiated planning and teaching				ELS				ILI - Individualised Literacy Intervention			
	Clear objectives and success criteria using I can statements				Write Dance				Precision teaching			
	Effective feedback both written and verbal.				Speed Up				Additional keyboard skills - typing			
	Variety of teaching styles				Rapid Readers				Individual Workstation			
	Seating position on carpet and/or at table				1:1 reading				Flexible curriculum			
	Collaborative learning				Pegs to Paper				Significantly differentiated social + academic curriculum			
	Focus group support in English				Talk Boost				Use of Developmental Journal to support planning and setting of outcomes.			
	Focus group support in Maths/Overlearning or Pre-learning				Dyslexia Tracking Booklet				At least 60% TA support across the curriculum Allocated time each week for T/TA			

							planning + liaison			
	Additional reading to an adult			Word shark - interactive game on laptops/ipad			Approx 60 + - 90% TA support across the curriculum Extra T/TA planning /liaison/monitoring time (2 hours)			
	Small group structured phonics/phonological skills based on school's phonic programme - Jolly Phonics, Letters and Sounds, Ruth Miskin			Number Shark - interactive game on laptops/ipad			Outside agency support e.g. EPS, Virtual School.			
	Maths support materials - Numicon, number squares, lines, multiplication squares etc Concrete, Pictorial, Abstract approach used for all.			Pre/post teaching including key vocabulary			SEND Support Plan			
	English support materials- word banks, working walls, HF words, Topic words, days of the week/ month Reading and spelling of HF words			Additional/on top of lesson small focus group support - Intervention Groups to include:  English Maths Phonics Reading Spelling Handwriting Fine Motor Skills			One Page Profile			
	Stamina for Writing twice weekly						EHCP			
	Numbots - interactive game on laptops/ipad									
Lan gua	Whole school use of STC			Listening and Attention Programme			Individual Language and Communication programme as advised by SALT			

Structured class routines			Speech Sounds - group			Specific plan for use of ICT as advised by SENITAS			
Visually supported classroom			Language Steps - group			Clicker or symbolized individual resources using CiP			
Visual Timetable			Baseline Communication - group			Social Stories			
Chunked instructions			Talking Partners			Pre-teaching of vocabulary			
Symbols and images using CiP software			NELI			Word learning programme			
Role Play opportunities			Small group social skills groups; Silver SEAL			At least 40% TA support across the soc + academic curriculum inc unstructured times			
Adult modelling			Talk About programme			Sensory integration programme as advised by OT			
Talk for Writing			Circle of Friends			Extra T/TA planning /liaison/monitoring time (2 hours)			
Writing / recording frames			Speech and Language Booster Group			Additional support for most of school day to mediate +facilitate soc comm. (ASD)			
Visual prompts			Talkboost			At least 70% trained TA support across the soc + academic curriculum inc unstructured times (SLI)			
Forest School			Talkabout			Outside agency support e.g. LACT			
			Use of ICT e.g. Communicate in Print			AET tool to set small step outcomes			
			Pre-teaching			Sensory Tools e.g. Ear Defenders			
			Time to Talk			SEN Support Plan			
			Small group vocabulary work			One Page Profile			



				Small group social skills				Individual Visual Timetable			
				Small Group Targeted Adult Modelling				EHCP			

<b>Social, Emotional, Mental</b>	<b>Quality First Teaching WAVE 1</b> Wave 1 Quality First Teaching = Managed by class teacher Monitored by leadership team	Year R	Year 1	Year 2	<b>Quality First Teaching WAVE 2</b> Catch up or booster groups for pupils underachieving/under performing. Managed by class teacher Monitored by leadership team	Year R	Year 1	Year 2	<b>SEN Support WAVE 3</b> Individualised - Wave 3 support Managed by class teacher monitored by leadership team and SENCo	Year R	Year 1	Year 2
	Positive whole school ethos based on Christian Values				Nurture Group				Individual programme of targets, rewards and sanctions			
	Circle Time Provision - SCARF				Home/School communication diary				Home/School - Communication Diary			
	SCARF class/school assemblies				Work Station in class				ABCC charts - Antecedent, Behaviour, Consequence, Communication			
	Whole School sanctions and rewards systems				Support with listening/attention/focus/self				Adult mediation			

				organisation								
	Class reward systems			Small group Silver SEAL				Significant adult/key worker				
	Adult modelling			Small Group Socially Speaking and skills				Teaching of Self Awareness/Regulation				
	Forest School			Small Group Circle of Friends				Calm Box/Safe Place				
	Fiddle toy / item			Support in unstructured times				Pastoral support plan (PSP)				
	Play leaders/monitors			Group reward system				Boxall Profile to inform ind development areas				
	Effective use of play space + equipment outside			PSHE Scheme - SCARF				Facilitaed play during breaks and lunchtimes				
	Whole school/class strategies for moving around school			ELSA				Support and Advice from SEBS				
	Whole school/class strategies for beginning/end of day			Strategies from 'What to do when my temper flares'.				In class support from trusted adult 40% of time				
	Beginning of day 'check in' time			Small group Forest School				In class support from trusted adult 90% of time (100% in times of crisis)				
	Class Worry Box			SEMH Pathway cycles 1-3				Intervention programme overseen by SLT				
	Quiet/calm area in classroom			PFSA support				Breakout area/individual calm area				
	Feelings Fans							SEMH Pathway cycles 4-5				
	Learning Zones display							SEN Support Plan				
								One Page Profile				
								EHCP				
Physi	Differentiation for P.E			Learn to Move				Individual medical care plan				
	Flexible teaching arrangements			Co-ordination group 'Motor Skills United' -				Moving + Handling Risk Assessment				
	Whole school							Individual toileting/self care				

accessibility								plan			
Range of writing tools, pencil grips				Handwriting group - 'Write Dance'				Co-ordination programme as advised by OT or Physio			
Theraputty				Teaching touch typing				School Nurse			
Writing slope				Fine motor skills				Motor skills programme			
Daily Movement breaks/Wake and Shake				Pegs to Paper				Individ support for P.E			
Threading/beads/tracing				Variety of scissors - loop				Individ ICT equipment			
Multi-sensory teaching of handwriting								Seating wedge/wobble cushion			
Seating position								Weighted belt			
Repeating what speaker has said								Visual Aids (visualiser)			
Listening/Visually friendly environment								Hearing Aids (fm system/soundfield system)			
Large font/coloured overlays								Specialist equipment/chairs/walkers			
Stamina for Writing								Support and advice from PIMSS			
Wriggle cushion								Therapy/ICT support			
								Min 10 hours TA support			
								SEN Support Plan			
								One Page Profile			
								EHCP			

### Impact of Provision - Reception

Impact of Provision - Reception		
	<b>Plan + Do</b> <i>(include expanded info here linked to areas recorded in provision map about who, when, where and what)</i>	<b>Review + Assess</b> <i>(collect post intervention data and include notes)</i>
<b>Autumn</b>		

Frequency of Intervention		
Resources - to be bridged back into class.		
Parent Carer Comment		
Child's Comment		
Next Steps		
<b>Spring</b>		
Frequency of Intervention		
Resources - to be bridged back into class.		
Parent Carer Comment		
Child's Comments		
Next Steps		
<b>Summer</b>		
Frequency of Intervention		
Resources - to be bridged back into		

class.							
Parent Carer Comment							
Child's Comment							
Next Steps							
Data	Autumn		Spring		Summer		
	GLD	targets	GLD	targets	GLD	targets	Points Progress?
Reading							
Writing							
Maths							

### Impact of Provision - Year 1

	<b>Plan + Do</b> <i>(include expanded info here linked to areas recorded in provision map about who, when, where and what)</i>	<b>Review + Assess</b> <i>(collect post intervention data and include notes)</i>
<b>Autumn</b>		
Frequency of Intervention		
Resources - to be bridged back into class.		

Parent Carer Comment		
Child's Comment		
Next Steps		
<b>Spring</b>		
Frequency of Intervention		
Resources - to be bridged back into class.		
Parent Carer Comment		
Child's Comment		
Next Steps		
<b>Summer</b>		
Frequency of Intervention		
Resources - to be bridged back into class.		

Parent Carer Comment						
Child's Comment						
Next Steps						
Data	Autumn		Spring		Summer	
	Level	Points	Level	Points	Level	Points Progress
<b>Rdg</b>						
<b>Wr</b>						
<b>Maths</b>						

## Impact of Provision - Year 2

	Plan + Do <i>(include expanded info here linked to areas recorded in provision map about who, when, where and what)</i>	Review + Assess <i>(collect post intervention data and include notes)</i>
<b>Autumn</b>		
Frequency of Intervention		
Resources - to be bridged back into class.		
Parent Carer Comment		


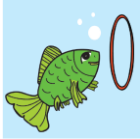
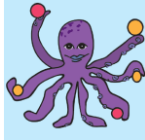

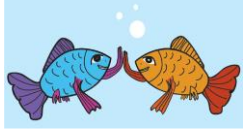
Child's Comment		
Next Steps		
<b>Spring</b>		
Frequency of Intervention		
Resources - to be bridged back into class.		
Parent Carer Comment		
Child's Comment		
Next Steps		
<b>Summer</b>		
Frequency of Intervention		
Resources - to be bridged back into class.		
Parent Carer Comment		



Child's Comment							
Next Steps							
Data	Autumn		Spring		Summer		
	Level	Points	Level	Points	Level	Points	Points Progress
Rdg							
Wr							
Maths							

Appendix 2 – SEN Support Plan

My Special Support Plan – Year 1 Autumn

<p>My name is:</p> <p>I am good at:</p>				
<p>Things I find difficult</p> 	<p>I will be able to do</p> 	<p>What do I need to do to?</p> 	<p>Who's going to help me and when?</p> 	<p>How did I get on?</p>  <p>Review date:</p>
<p>Learning:</p>				<p>What I think:</p> <p>What my teacher thinks:</p> <p>What my parent carer thinks:</p>
<p>Speech Language and Communication</p>				<p>What I think:</p> <p>What my teacher thinks:</p> <p>What my parent carer thinks:</p>

<b>Social, Emotional and Mental Health and Wellbeing</b>				<b>What I think:</b>  <b>What my teacher thinks:</b>  <b>What my parent carer thinks:</b>
<b>Physical, Sensory or Medical</b>				<b>What I think:</b>  <b>What my teacher thinks:</b>  <b>What my parent carer thinks:</b>
<b>I want to get better at:</b>				

This SSP format has been designed especially for the child. The idea is that the child's teacher will spend some time discussing and writing the content in partnership with the child. This will help the child to feel more involved in their education and therefore more motivated to reach the targets they have helped to set for themselves.

<b>SSP Number</b>		<b>Date:</b>	
<b>SSP Agreed By:</b>		<b>SENCo:</b> Mrs Dawson	
<b>Pupil name:</b>	<b>Sign:</b>	<b>Parent name:</b>	<b>Sign:</b>
<b>Teacher name:</b>	<b>Sign:</b>	<b>Teaching Assistant name:</b>	<b>Sign:</b>

N.B Create 2 copies and print back to back – one for the child and one for the parent. Please all sign both copies. The child must keep a copy in a poly pocket in their tray.

Appendix 3 – One Page Profile

Name:



Things we love about .....

\*\*\*\*is well behaved. He can be a role model to others.  
\*\*\*\*tries hard to learn his sounds and use them when he is speaking and writing.  
\*\*\*\* is polite and well mannered.

Year: R



What makes .... happy

Seeing my cousin.  
Playing outside and riding my bike.  
\*\*\*\*loves to climb.  
\*\*\*\* enjoys watching Paw Patrol

How best to support \*\*\*\* at school...



- \*\*\*\* likes to receive praise. Use praise to encourage good behavior.
- When speaking and giving instructions make sure they are clear and one step so \*\*\*\* is able to understand.
- Continue to positively model correct language when \*\*\*\* makes a speech error.

Photo of  
Child

#### **Appendix 4 - Glossary:**

**ASD:** Autistic Spectrum Disorder

**BP:** Behaviour Plan

**F/GMS:** Fine/Gross Motor Skills

**HI:** Hearing Impairment

**IEP:** Individual Education Plan

**ILI:** Individualised Literacy Intervention (formerly Somerset Approach to Integrated Literacy) a 1:1 structured literacy programme

**LGDD:** Learning, General Developmental Delay

**PI:** Physical Impairment

**SEAL:** Social and Emotional Aspects of Learning

**SEBD:** Social, Emotional, Behaviour Difficulties

**SLCN:** Speech, Language and Communication Needs

**SpLD:** Specific Learning Difficulties (Dyslexia/Dyspraxia)

**STC:** Somerset Total Communication (supported communication system)

**VI:** Visual Impairment

**WAVE 1 :** Whole class teaching by teacher that is accessible to all children. (Class teacher responsible)

**WAVE 2:** Whole class teaching by teacher that is accessible to all with clearly identified groups who need extra support from TA or teacher and/or adapted learning targets. (Class teacher responsible – possible support from SENCo)

**WAVE 3:** Individual or small targeted group teaching by TA/HLTA Interventions Manager or class teacher, following a specific programme/learning targets provided by SENCo and class teacher or outside professional or both. (Class teacher responsible with support from SENCo)

**SaLT:** Speech and Language Therapist/Therapy

**DFSS:** Dyslexia Friendly School Status

**ELS:** Early Literacy Support

**QFT:** Quality First Teaching

**EHC:** Educating and Healthcare

**EHCP:** Education and Health Care Plan

**LA:** Local Authority

**SLT:** Senior Leadership Team